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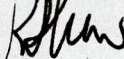
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Edwardsville Bulletin

To the Faculty and Staff of Southern Illinois University at Edwardsville

Vol. 9, No. 13
February 18, 1977

MEMO TO: The University Community

FROM: Kenneth A. Shaw, President 

SUBJECT: Problem Identification Process, Priority Ranking of Problems

Attached is a summary chart showing individual group and overall priority rankings of the sixteen problems which were discussed at the meeting of February 11, 1977.

As one discussion leader pointed out in his post-meeting report, "There were concerns expressed that these numerical exercises would be interpreted too literally." All post-meeting reports received from discussion leaders included comments which should be considered in interpreting the numerical chart which is attached. These comments can be grouped under three main headings: (a) the restrictive nature of the problem-listing itself; (b) the interrelationships of problems; and (c) the variations-in-type of the problems listed. Excerpts from the reports follow under these three headings.

1. Restrictions

- a. The PIP process was probably the most "democratic" event this institution has ever witnessed even if the level of frustration was very high in dealing with the kinds of restrictions placed upon us.
- b. There was, however, voiced frustration at being constrained to rank 16 previously identified general problem areas.
- c. At times the level of frustration of the group (including myself) rose to high levels as we attempted to delineate and define the priorities as they were listed.
- d. The group decided to discuss the different meanings of the term, most important.
- e. It was difficult to "buy into" the narrative statements that elaborated possible concerns of the umbrella topics.
- f. The group feared ranking the terms because the definitions were not provided and group definitions on the form were discouraged.
- g. The most crucial point of our group centered not in identification but definition.

2. Interrelationships

- a. Many of the problems were interrelated and consequently one would have bearing on another.
- b. The systematic relationship of all 16 areas became evident to most of the participants by the middle of the afternoon.
- c. The task of prioritizing sixteen problems is extremely difficult when in fact the sixteen problems tend to be all related to each other in some form or fashion.
- d. The definitions were quite broad and overlapped considerably. Therefore, the priorities might be ranked according to the level of specialization of the category.
- e. Most of the discussion time was devoted not to the prioritizing of the 16 separate problems, but to the examination of inter-dependencies among them.
- f. The sequential chain-like nature of all of these issues was discussed.
- g. The only comment I can make regarding the reason for our group decisions on priorities was the conviction that if certain items were dealt with and solutions found, other problems would be minimized.

3. Variations-in-Type

- a. The sixteen problem areas identified seem to separate into problems and symptoms of those problems.
- b. Some distinction was made between the problem (i.e. the disease) and the symptoms.
- c. The problem was not so much a difficulty in assessing priorities, but rather, a difficulty in establishing priorities among a series of subjects, some of which were goals and some of which were means to a goal.
- d. The main problem area that I view is not in the goals, but in the means to these goals.
- e. If and when the means to the goal of excellence are forged, it will be possible to make decisions about the priorities of these goals.

- f. There was great confusion over the 16 problem categories. It became evident to this group that problems like academic excellence were goal statements and issues such as budget were problems.
- g. Simply put, the stochastic nature of all of the "problems" was a valuable understanding gained by each of the members.

Again, deepest appreciation is expressed to all who participated in PIP -- it was just the beginning, and together we will continue to move forward toward achievement of our mutual goals.

* * * * *

On March 3 at 3:30 p.m. in the Communications Building Theater, I will speak to the University community, addressing the problems and priorities that were indicated in the meeting of February 11. My remarks will revolve around the kind of University community I think we should have, and I will indicate how we should attack the problems.

PROBLEM IDENTIFICATION PROCESS

SVP - 2/16/77

| PROBLEMS | | FINAL PRIORITY RANKING OF PROBLEMS | | | | | | | | | | | | | | | GRS TOTAL | GPR TOTAL | FINAL GRS RANK | FINAL GPR RANK |
|---|--------------------------------------|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|--------------|----------------------|----------------------|
| | | GROUP NO | | | | | | | | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | | |
| 1. Administration | ¹ GRS ² GPR | 56 4 | 65 5 | 30 2 | 18 1 | 45 3 | 58 4 | 27 1 | 50 4 | 61 4 | 50 5 | 31 2 | 36 4 | 25 1 | 42 2 | 47 3 | 641 | 45 | 2 | 2 |
| 2. Affirmative Action | GRS GPR | 119 15 | 139 16 | 163 16 | 137 11 | 63 5 | 112 14 | 100 12 | 56 6 | 75 7 | 120 12 | 144 15 | 77 8 | 113 14 | 115 12 | 134 16 | 1667 | 179 | 14 | 14 |
| 3. Budget | GRS GPR | 50 3 | 60 3 | 48 3 | 145 14 | 72 9 | 49 3 | 30 2 | 55 5 | 69 5 | 10 1 | 48 5 | 18 2 | 40 3 | 87 8 | 26 1 | 807 | 67 | 3 | 3 |
| 4. Collective Bargaining | GRS GPR | 121 16 | 133 15 | 145 15 | 105 10 | 109 15 | 143 16 | 114 15 | 82 10 | 144 16 | 150 15 | 169 16 | 114 13 | 129 16 | 122 14 | 131 15 | 1911 | 217 | 16 | 16 |
| 5. Curriculum | GRS GPR | 69 8 | 91 8 | 69 5 | 96 7 | 69 7 | 87 9 | 87 10 | 88 11 | 50 3 | 60 6 | 96 7 | 99 11 | 85 10 | 66 7 | 61 5 | 1173 | 114 | 6 | 6 |
| 6. East St. Louis Center | GRS GPR | 78 10 | 120 11 | 88 8 | 68 4 | 101 13 | 106 11 | 65 7 | 70 7 | 79 9 | 40 4 | 96 7 | 49 5 | 69 7 | 48 3 | 117 13 | 1194 | 119 | 8 | 8 T |
| 7. External Relations | GRS GPR | 39 2 | 122 12 | 144 14 | 174 16 | 90 10 | 86 8 | 76 9 | 88 11 | 95 11 | 80 8 | 112 9 | 114 13 | 124 15 | 117 13 | 91 10 | 1552 | 161 | 12 | 13 |
| 8. Governance | GRS GPR | 64 5 | 91 8 | 58 4 | 51 3 | 97 11 | 119 15 | 74 8 | 46 3 | 96 12 | 90 9 | 113 11 | 27 3 | 71 8 | 56 5 | 126 14 | 1179 | 119 | 7 | 8 T |
| 9. Institutional Excellence | GRS GPR | 66 6 | 66 6 | 22 1 | 40 2 | 38 2 | 25 1 | 52 4 | 36 2 | 26 1 | 20 2 | 12 1 | 9 1 | 41 4 | 14 1 | 30 2 | 497 | 36 | 1 | 1 |
| 10. Internal Communications | GRS GPR | 66 6 | 104 10 | 120 11 | 155 15 | 64 6 | 106 11 | 110 14 | 113 15 | 132 15 | 140 14 | 136 13 | 117 15 | 99 12 | 110 11 | 110 12 | 1682 | 180 | 15 | 15 |
| 11. Morale | GRS GPR | 113 14 | 59 2 | 88 8 | 96 7 | 124 16 | 65 5 | 93 11 | 81 9 | 130 13 | 160 16 | 115 12 | 144 16 | 91 11 | 158 16 | 56 4 | 1573 | 160 | 13 | 12 |
| 12. Personnel Policies and Operations | GRS GPR | 111 13 | 125 13 | 113 10 | 101 9 | 69 8 | 85 7 | 127 16 | 112 14 | 70 6 | 100 10 | 137 14 | 67 6 | 68 6 | 94 10 | 107 11 | 1486 | 153 | 10 | 10 |
| 13. Planning | GRS GPR | 36 1 | 80 7 | 70 6 | 79 5 | 19 1 | 44 2 | 64 6 | 126 16 | 42 2 | 130 13 | 37 3 | 83 9 | 51 5 | 60 6 | 88 9 | 1008 | 91 | 4 | 4 |
| 14. Recruitment and Retention of Students | GRS GPR | 76 9 | 61 4 | 87 7 | 141 12 | 107 14 | 78 6 | 51 3 | 80 8 | 85 10 | 110 11 | 85 6 | 69 7 | 84 9 | 53 4 | 83 7 | 1250 | 117 | 9 | 7 |
| 15. Salaries | GRS GPR | 80 11 | 48 1 | 124 13 | 141 12 | 99 12 | 87 9 | 100 12 | 111 13 | 130 13 | 70 7 | 112 9 | 93 10 | 102 13 | 124 15 | 67 6 | 1488 | 156 | 11 | 11 |
| 16. Student Concerns | GRS GPR | 80 11 | 132 14 | 120 11 | 84 6 | 58 4 | 110 13 | 53 5 | 30 1 | 76 8 | 30 3 | 43 4 | 108 12 | 31 2 | 88 9 | 86 8 | 1129 | 111 | 5 | 5 |

¹ Group Raw Score = GRS² Group Priority Ranking = GPR